

March 2010

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ready at five



what the 2009-2010 school readiness data
mean for Maryland's children



What the MMSR Data Mean for Maryland's Children

Maryland Model for School Readiness, 2009-2010



quick take

- 78% of kindergartners are school-ready
- Maryland outperformed projected increases in school readiness
- Extraordinary progress in 18 of 24 jurisdictions
- Sizeable gains in cognitive Domains of Learning
- Achievement gap closes for kindergartners with school readiness risk factors
- High-quality early learning environments promote school readiness

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Statewide Demographics

Maryland Model for School Readiness, 2009-2010



Census Data		School Enrollment	
<i>US Census 2000</i>		<i>School Year 2009/10</i>	
Estimated Children Age 4	73,109	Kindergarten Students	61,523
Children <5 (age 0-4)	365,545	Kindergarten Ethnicity	
		American Indian	0.5%
		Asian	6.8%
		African American	34.4%
		White (not of Hispanic origin)	45.1%
		Hispanic	13.1%
Prior Care Enrollment		Kindergartners Receiving Services	
<i>(School Year 2008/09)</i>		English Language Learners	13.70%
Child Care Center	13.70%	Free/Reduced Priced Meals	41.70%
Family Child Care	4.70%	Special Education	8.20%
Head Start	5.70%	PreK Students	26,147
Home/Informal	17.90%	Full-Day Program	52.20%
Non-Public Nursery	13.90%	Half-Day Program	47.80%
Pre-Kindergarten (PreK)	42.60%		
Full-Day Program	36.00%		
Half-Day Program	64.00%		

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Source: Maryland State Department of Education

About the MMSR

Maryland Model for School Readiness, 2009-2010



- The **Maryland Model for School Readiness (MMSR)** is a kindergarten assessment that evaluates what each child knows and is able to do in the seven Domains of Learning:
 - Language & Literacy
 - Mathematical Thinking
 - Physical Development
 - Scientific Thinking
 - Social & Personal Development
 - Social Studies
 - The Arts
- Children are identified as:
 - **Fully Ready:** Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.
 - **Developing Readiness:** Student does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires considerable instructional support in several areas.

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About the MMSR

Maryland Model for School Readiness, 2009-2010

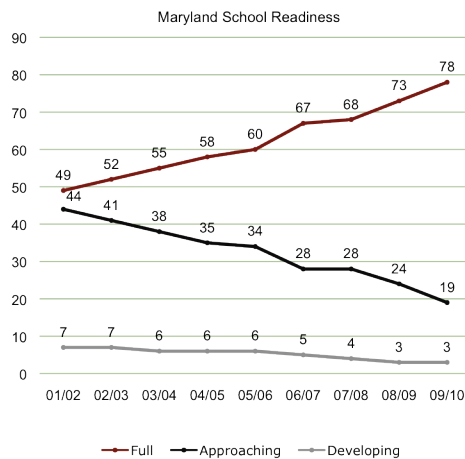


- The Maryland State Department of Education (MSDE) annually releases both statewide and jurisdictional MMSR data.
- MMSR data:
 - **Influence** classroom instruction
 - **Guide** professional development
 - **Promote** better communication between school staff and families
 - **Increase** collaboration and coordination among early care and education programs
 - **Support** the alignment of early care and education and public school systems

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More Children Fully Ready for School

Maryland Model for School Readiness, 2009-2010



Ahead of the Curve

- 78% of Maryland's entering kindergartners are fully school-ready
- Maryland made better-than-average progress—a 29-point improvement since 2001-2002 and a 5-point jump since last year.
- Maryland kindergartners are ahead of statistical projections.

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Source: Maryland State Department of Education

Early Childhood is the Foundation

Maryland Model for School Readiness, 2009-2010



The Early Years Matter

- Full readiness is essential to successfully engaging in kindergarten, and suggests long-term academic gains.
- As the state's MSSR results improve, the Maryland School Assessment (MSA) scores in third-grade reading and math rise correspondingly.

School Readiness Doesn't Cost; it Pays

- 10% of America's Gross National Product stems directly from children's educational growth from birth to age 18.
- Investing in early childhood intervention with disadvantaged children improves the workforce, increases productivity of schools, reduces crime, and generates a fiscal return of 15% to 17% on the original early childhood education investment.

Sources:

Robert H. Duggar, Managing Director of Tudor Investment Corporation and Advisory Board
Chair, Partnership for America's Economic Success
James J. Heckman, University of Chicago, "Investing in Disadvantaged Young Children Is an Economically Efficient Policy"

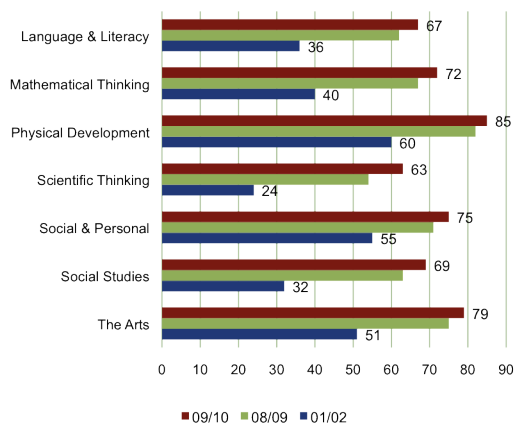
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Improvements Across All Domains

Maryland Model for School Readiness, 2009-2010



Maryland School Readiness by Domain of Learning



Tremendous Progress

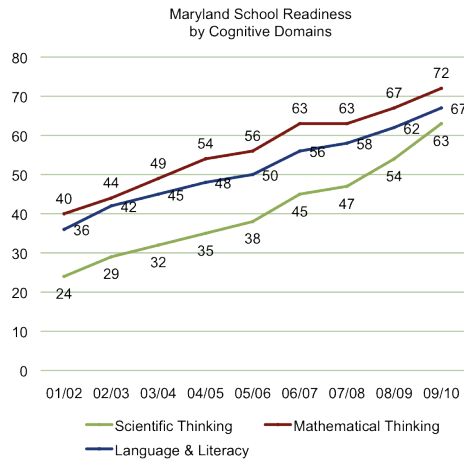
- Kindergartners showed major improvements in all Domains of Learning. Largest nine-year gains:
 - Scientific Thinking, up 39 points
 - Social Studies, up 37 points
- Kindergartners demonstrate strongest readiness in the areas of:
 - Physical Development (85% fully ready)
 - The Arts (79%)

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Source: Maryland State Department of Education

Improvements in Cognitive Domains

Maryland Model for School Readiness, 2009-2010



Good News

Higher than average gains in cognitive Domains:

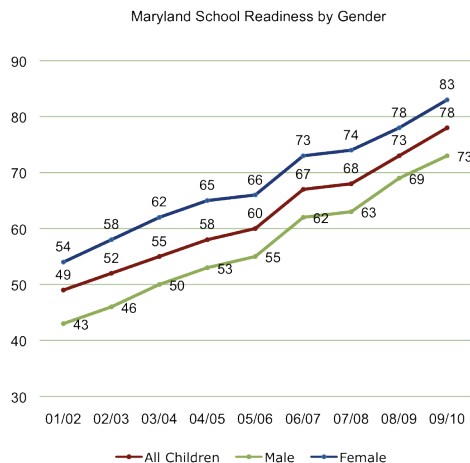
- Scientific Thinking: 63% fully ready, a 39-point gain from 2001-2002
- Language & Literacy: 67% fully school-ready, a 31-point increase
- Mathematical Thinking: 72% fully ready, a 32-point improvement

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Source: Maryland State Department of Education

Strong Progress for Both Genders

Maryland Model for School Readiness, 2009-2010



Notable Increases

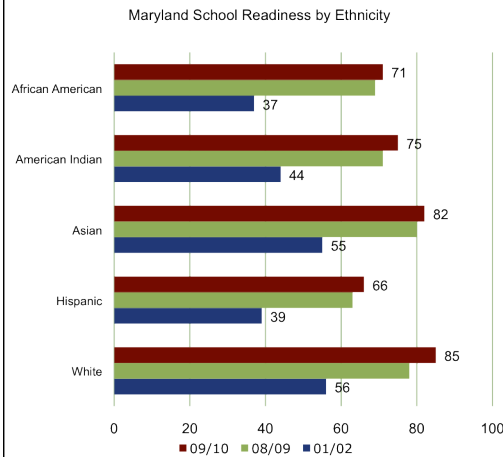
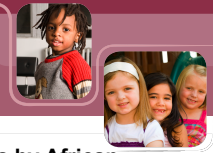
- In the past nine years, males (30-point improvements) and females (29-point improvements) made significant gains.
- While fewer males (73%) are fully ready for school, they are within 5 points of the Statewide average (78%).

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Source: Maryland State Department of Education

Improvements for All Ethnicities

Maryland Model for School Readiness, 2009-2010



Significant Advances by African American Children

- 71% of African-American kindergartners are fully school-ready, up from 37% in 2001-2002.

- Gains narrowed the disparity between African-American and white children from 19 points in 2001-2002 to 14 points in 2009-2010.

Increases for Hispanic Kindergartners

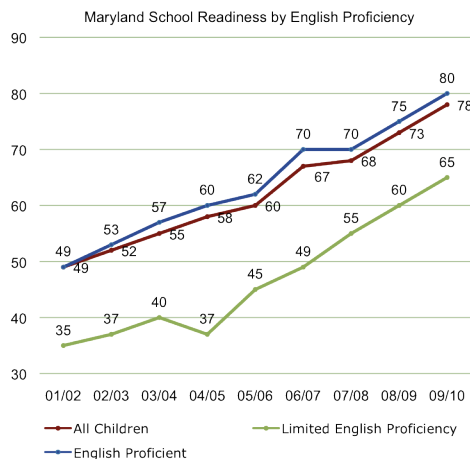
- 66% of Hispanic children are school ready, compared with 39% in 2001-2002.

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Source: Maryland State Department of Education

Strong Progress for English Language Learners

Maryland Model for School Readiness, 2009-2010



Good Gains

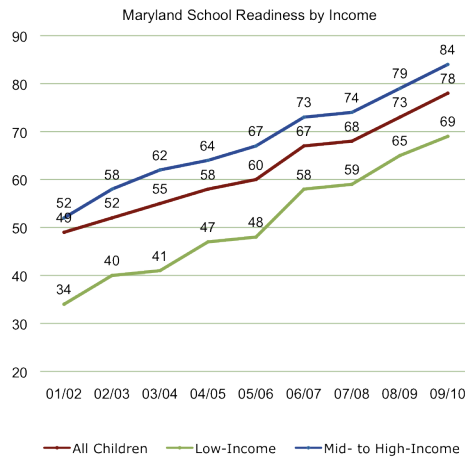
- 65% of English Language Learners (children whose first language is one other than English) are fully ready for school, a 30-point increase from 2001-2002.

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Source: Maryland State Department of Education

Significant Gains for Children from Low-Income Households

Maryland Model for School Readiness, 2009-2010



Achievement Gap Closes

- 69% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school, up from 34% in 2001-2002.

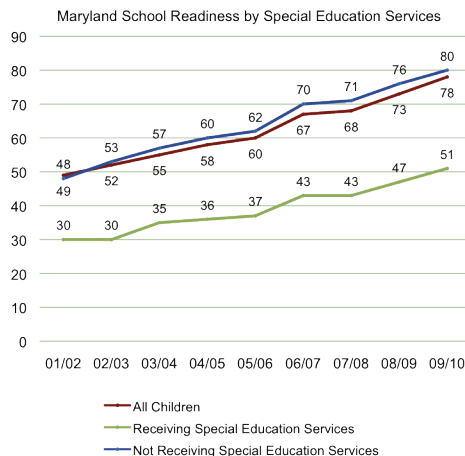
- Disparity between children from low-income households and children from mid- to high-income households narrowed from 18 points in 2001-2002 to 15 points in 2009-2010.

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Source: Maryland State Department of Education

Children Receiving Special Education Services Continue to Improve

Maryland Model for School Readiness, 2009-2010



Great Strides

- Kindergartners receiving Special Education Services increased their school readiness to 51% in 2009-2010, up from 30% in 2001-2002.

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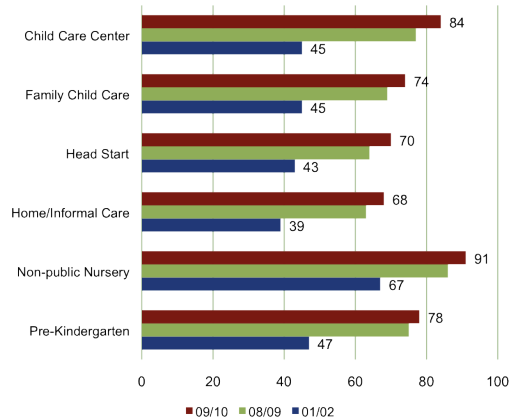
Source: Maryland State Department of Education

Gains by All Prior Care Settings

Maryland Model for School Readiness, 2009-2010



Maryland School Readiness by Prior Care Setting



Big Improvements

- Greatest progress occurred among children enrolled in child care centers the year prior to kindergarten: 84% are now fully ready, up from 45% in 2001-2002
- Children enrolled in PreK (78% fully ready) and Head Start Centers (70%) experienced a 31-point and 27-point jump in readiness from 2001-2002, respectively.

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Source: Maryland State Department of Education

Most Jurisdictions Gain Ground

Maryland Model for School Readiness, 2009-2010



Jurisdiction	01/02	08/09	09/10	9-Year Result	1-Year Result	Total K
Maryland	49	73	78	29	5	61,523
Allegany	66	76	89	23	13	635
Anne Arundel	51	73	84	33	11	5,693
Baltimore	32	80	83	51	3	7,555
Baltimore City	28	65	64	36	-1	6,463
Calvert	48	79	81	33	2	1,046
Caroline	42	55	89	47	34	400
Carroll	62	69	96	34	27	1,888
Cecil	46	59	80	34	21	1,127
Charles	55	73	77	22	4	1,613
Dorchester	38	71	66	28	-5	368
Frederick	68	77	87	19	10	2,826
Garrett	58	69	94	36	25	312
Harford	69	84	82	13	-2	2,740
Howard	66	76	82	16	6	3,383
Kent	83	82	81	-2	-1	161
Montgomery	61	73	76	15	3	10,660
Prince George's	36	71	68	32	-3	9,089
Queen Anne's	64	88	90	26	2	556
Somerset	81	85	81	0	-4	244
St. Mary's	47	79	92	45	13	1,246
Talbot	52	69	78	26	9	318
Washington	58	72	73	15	1	1,627
Wicomico	55	68	85	30	17	1,151
Worcester	45	75	81	36	6	422

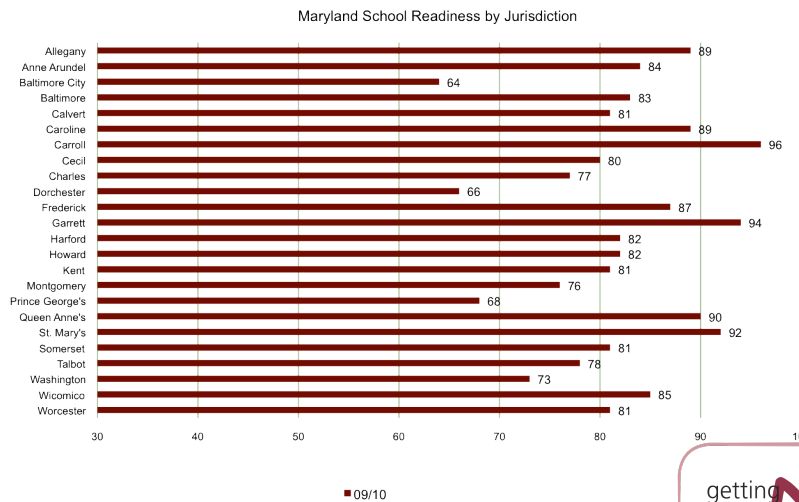
Impressive Progress

- 18 of 24 jurisdictions made one-year gains.
- 12 jurisdictions experienced significant gains—higher than the 29-point, nine-year statewide increase.
- 12 jurisdictions have full school readiness levels above 82%.
 - Of the jurisdictions with the highest MMSR results, 8 also have MSA scores greater than the statewide average in third-grade reading and math..

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Most Jurisdictions Gained Ground

Maryland Model for School Readiness, 2009-2010

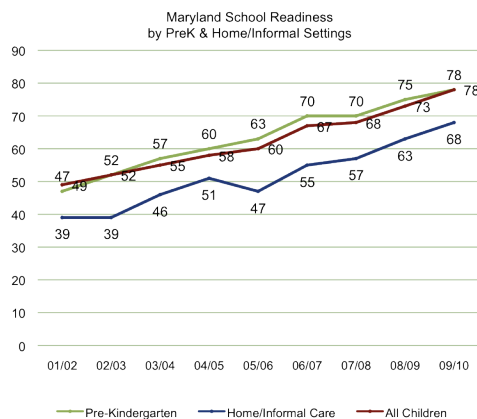


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Source: Maryland State Department of Education

What Makes the Difference?

Maryland Model for School Readiness, 2009-2010



PreK and Judy Center Experiences Matter

- Children enrolled in PreK programs are more likely to be fully ready for school than those who were at home or in informal care the year prior to kindergarten.

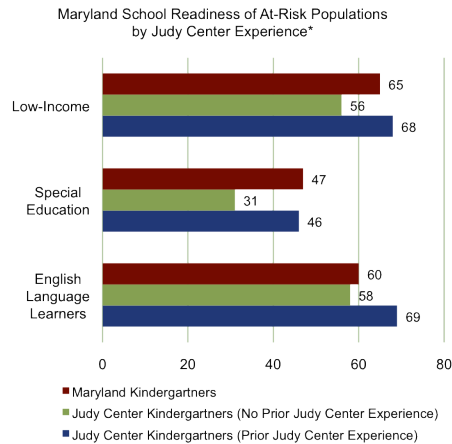
- 71% of kindergartners with Judy Center experiences have higher readiness levels, compared with 63% of those who did not have such experience.

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Source: Maryland State Department of Education, MMSR 2001/02 to 2009/10 and MMSR 2008/09.

What Makes the Difference?

Maryland Model for School Readiness, 2009-2010



Source: Maryland State Department of Education

Judy Center Interventions Eliminate School Readiness Gaps*

•Children from low-income families with Judy Center experience as four-year-olds performed better across the board than their low-income peers who were not in such a program (68% school ready in 2008-2009 vs. 56%, respectively).

•69% of ELL with prior Judy Center experience were school ready in 2008-2009, compared to 58% of their peers who were not in such a program.

•Children receiving Special Education Services who had prior Judy Center experience (46%) outperformed children with no prior Judy Center experience (31%).

* Data from MMSR 2008-2009

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What Makes the Difference?

Maryland Model for School Readiness, 2009-2010



Key Indicators Matter

•MMSR data reveal four key skills that closely correlate with children's overall school readiness:

- The ability to attentively listen
- The ability to comprehend and respond
- The ability to solve problems
- The ability to identify, describe, and compare different objects

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What More Needs to be Done?

Maryland Model for School Readiness, 2009-2010



To achieve further school readiness gains, it is critical that we focus on alleviating the school readiness gaps involving:

- **Children Receiving Special Education Services**

- 51% of children receiving Special Education Services are fully school ready, compared to 80% of children not receiving services. In the past nine years, this gap widened from an 18-point difference to a 29-point difference.

- **English Language Learners**

- 65% of ELL kindergartners are fully ready, in comparison with 80% of their English-proficient peers.
- Gap remains essentially unchanged—currently a 15-point difference.

- **Children from Low-Income Households**

- 69% of kindergartners from low-income households are school-ready, compared with 84% of their mid- to high-income peers.
- More than 7,200 students from low-income households require targeted or considerable support to succeed in school.

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What More Needs to be Done?

Maryland Model for School Readiness, 2009-2010



To achieve further school readiness gains, it is critical that we focus on alleviating the school readiness gaps involving:

- **Social & Personal and Physical Development Domains of Learning**

- Children improved at a slower rate in the Social & Personal and Physical Development domains than the cognitive domains: a 36.4% and 41.7% growth from 2001-2002, compared with a 162.5% and 86.1% growth in Scientific Thinking and Language & Literacy, respectively.)
- Thousands of children require considerable or targeted support to do kindergarten work in the Social & Personal (nearly 14,000) and Physical Development (more than 8,000) domains.
- Children who cannot appropriately interact with their peers and regulate their emotions are far less likely to learn new concepts and skills and to make progress in each of the domains.
- The need for children to be well rounded—excelling in all domains—becomes increasingly critical as higher numbers of Maryland children are diagnosed with physical, social, behavioral and/or emotional challenges.

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